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NEW MEXICO NORMAL UNIVERSITY

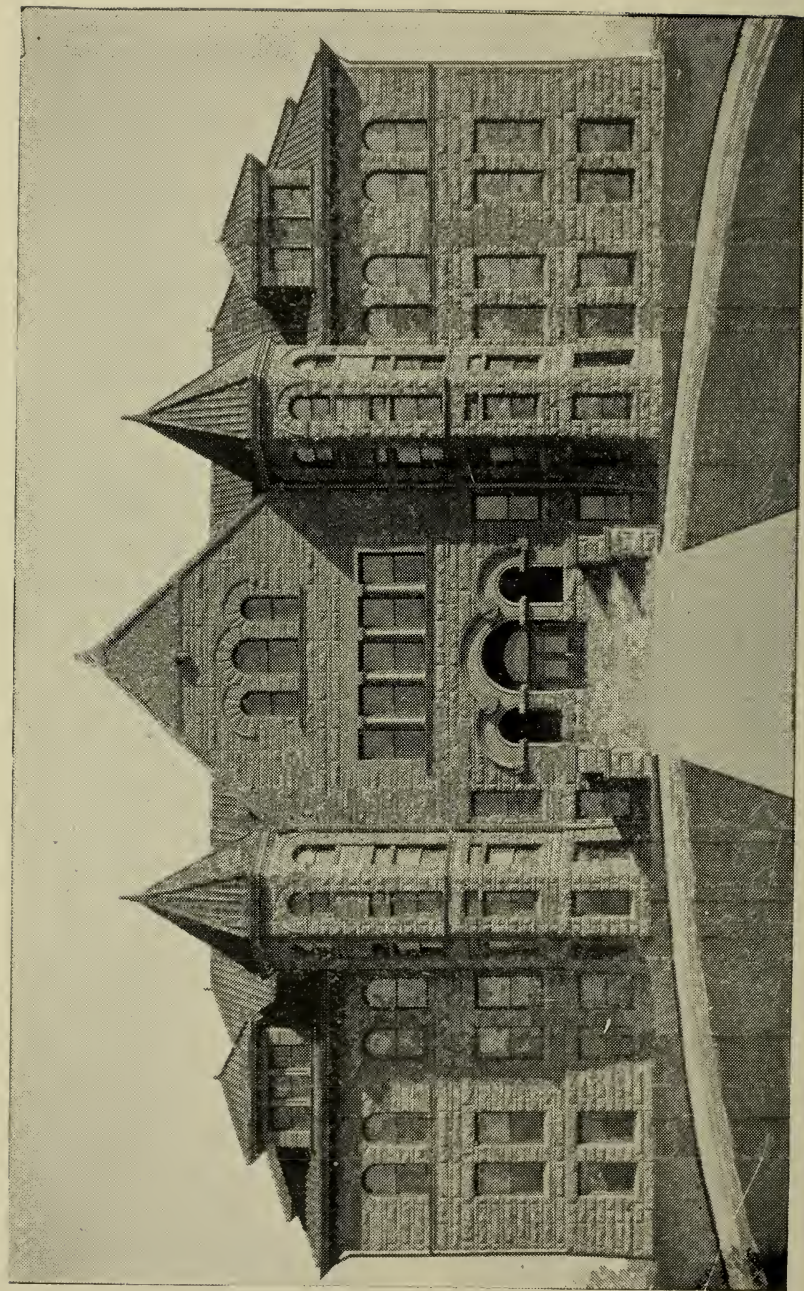
LAS VEGAS

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NEW MEXICO NORMAL UNIVERSITY.

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AT

LAS VEGAS, NEW MEXICO.

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SEVENTH ANNUAL CATALOGUE.

1904-1905.

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<i>Term expires February 22, 1909.</i>	

CALENDAR FOR 1904-1905.

First Semester.

- Tuesday, September 6.—Registration in Normal, Academic, and A Junior Departments, beginning at 8:30 a. m.
- Thursday, September 8.—Regular recitations in Normal, Academic and A Junior Departments, begin at 8:30 a. m.
- Friday, September 9.—Registration in the Training School, beginning at 8:30 a. m.
- Monday, September 12.—Regular recitations in the Training School, begin at 9:00 a. m.
- Friday, November 11.—First quarter ends.
- November 24-25.—Thanksgiving vacation.
- Friday, December 23, to Tuesday, January 3.—Holiday vacation.
- Friday, January 20.—Second quarter ends.

Second Semester.

- Monday, January 23.—Registration in the Normal, Academic and A Junior Departments, beginning at 8:30 a. m.
- Tuesday, January 24.—Regular recitations begin in the Normal, Academic and A Junior Departments, at 8:30 a. m.
- Registration in the Training School, beginning at 8:30 a. m.
- Wednesday, January 25.—Regular recitations begin in the Training School at 9 a. m.
- Friday, March 31.—Third quarter ends.
- Friday, April 14, to Friday, April 21.—Spring vacation.
- Tuesday, May 30.—Memorial Day.
- Thursday, June 8.—Commencement Day.
- Friday, June 9.—Fourth quarter ends.

Summer School.

1905.

- Monday, June 19.—Summer School opens—Registration.
- Friday, August 11.—Summer School closes.

FACULTY.

EDMUND J. VERT, Ph. D., Pd. D., President.

Pedagogy.

ALBERT S. OTTO, M. S.,

Mathematics, Physics and Chemistry.

MYRTLE A. BALL, A. M.,

Latin and History.

MARETH FURRO,

Music, Physical Culture, and Method in Music.

LORA LEVENS, Ph. B.,

Principal of Training School, and Methods.

HELEN G. CARRICK,

English, Public Speaking and Physical Culture.

RUTH TEFFT, Pd. B.,

Spanish, Manual Training and Physical Geography.

ELEANOR A. THOMAS, Pd. B.,

Psychology, Pedagogy and Professional Reviews.

EVA E. MOHR,

A Junior Department.

MARY HUGUNIN,

B Junior Department.

GENETTA BUSHYAGER, Pd. B.,

Teacher and Critic in Intermediate Grades, and Drawing.

FLORENCE M. QUIGG,

Teacher and Critic in Primary Grades, and Kindergarten.

GENERAL STATEMENT.

Location.—Las Vegas is situated in the valley of the Gallinas river, six miles southeast of Las Vegas Hot Springs, where the river, after cutting through a series of ranges of foothills of the Rockies, issues from its canyon into the Las Vegas valley. On the west, less than two miles from the city, is the Crestone range; to the east stretch areas of mesa lands, cut here and there by rocky canyons. The city is spread out on either side of the Gallinas, and has a population of about 9,000 people. An electric car line connects the two parts of the town, and a branch line extends northward to the Las Vegas Hot Springs, and from that point westward up the canyon of the Gallinas for a distance of three miles. The beautiful Scenic Road, built by the Territory, begins on the north side of the canyon only a short distance from the Hot Springs, and winds out and in along the mountain sides for a distance of six miles until it descends again into the valley of the Gallinas at Trout Springs. The road is constructed for both saddle horse and carriage, and at no point is the grade more than four per cent, thus enabling the pleasure seeker to drive at a rapid rate along the mountain slope with beautiful scenery above and below. Through the mountains at the west, and over the mesas at the east and south are scores of beautiful roads leading into deep mountain-hemmed valleys and gorges inviting the pleasure seeker in saddle and in carriage.

The city is supplied with water from mountain springs in the canyon of the Gallinas, and is lighted with a modern system of electric lights. It is on the main line of the Santa Fe system of railway between Chicago and Los Angeles, has three fast passenger trains each way daily, is the wholesale distributing point for all the northern part of the Territory, and has long distance telephone connections with cities in all directions.

The grounds of the Normal University comprise about four acres of an eminence on the central part of the city, and are easy of access from all directions. Normal Hall, the only building erected up to the present, is a large four story, brown stone structure of the Romanesque style of architecture, and commands a view of the western portion of the city, the valley of the Gallinas, and the mountains beyond, conspicuous among which is the bald crown of Hermit's Peak, a mountain 12,000 feet in height.

Historical Sketch.—The Normal University was created by an act of the Territorial Legislature in 1893, as the "New Mexico Normal School at Las Vegas." The erection of Normal Hall was begun in 1897, and was ready for occupancy the next year. On October 3, 1898, class work, under the direction of President Edgar L. Hewitt and a faculty of four members, began with an enrollment of 93 students. In 1899 the legislature passed an act changing the name to "The New Mexico

Normal University," and the following year a Manual Training School, and a Kindergarten Training School were organized. By an act of the legislature in 1899 the annual proceeds of a tax of one-half mill on all the taxable property in the Territory, were appropriated for the maintenance of the University, and arrangements were made for permanent improvements to be made from money collected for the sale and rental of 50,000 acres of public lands.

Educational Position.

The Normal University is supported wholly by Territorial funds, except the small amount collected from a nominal tuition fee in certain departments. Its sphere is well defined, and within that sphere its work is limited only by the geographical boundary of the Territory.

1. Academic or Public School Education.—The foundation of all professional work in education is a thorough and systematic course in the elementary (grades) and secondary (high school) branches. Too often such a course is regarded as a filling process through the operation of which the child shall carry in future life a certain body of chaotic facts to be drawn upon at will. All "short cut" notions of education are based on this view. Instead of being such a process, education is essentially a growth in organized knowledge brought about by conscious effort to attain a specific end, and results in power, mental and physical, to do things. Such a process requires time, and its outward evidence is always related knowledge and mental discipline.

If an institution for the training of teachers is to have a good foundation for its professional work, it must of necessity throw great emphasis on the breadth and thoroughness of its academic instruction. But in this Territory, on account of the lack of proper educational opportunities in many local schools, there is a demand for a complete course from the first grade in public school work, through four years of a High School course. Such a department, separate and distinct from the Normal Department, has been organized, the divisions of which are known as follows: (1) The B Junior Department, comprising grades from the first to the seventh inclusive; (2) The A Junior Department, comprising the eighth grade of public school work and serving to prepare for the Academic Course; and (3) The Academic Department, doing the four years of work that is done in the best high and preparatory schools.

2. Professional Education.—The peculiar province of the Normal University, however, is to train teachers for the public schools of New Mexico. In its function as a public school, with the exception of its unusual degree of thoroughness, its work within its sphere does not differ from that of any other institution giving elementary and secondary instruction, but in its capacity of a professional school its work is distinctive.

It is its business to meet the needs of two classes of teachers, namely, those preparing for a county certificate, and those wishing a full

course of professional instruction and training. The courses which are laid out in the following pages have been designed to meet the academic and professional needs of all these classes of persons.

COURSES OF INSTRUCTION.

B Junior Department.

In this department is offered a full and systematic course of instruction in the first seven grades of public school work. It is in no way connected with the Training School, and is designed to meet the needs of the large number of youths who do not find satisfactory educational advantages in their local schools. The course comprises all branches taught in the best city schools, including Nature-Study, Constructive Work, Drawing and Music, and prepares pupils for the A Junior Department. The work of this department is so planned as to be adapted to meet the needs of pupils of all ages and of all stages of educational progress through the seventh grade.

A Junior Department.

Purpose and Scope.—The work of this department is designed to meet the needs of those who have completed the first seven grades of the elementary school, and also of those who need a review of the common branches as a preparation for an Academic Course. Insufficient preparation in the common branches is the cause of much of the unsatisfactory work in the academic grades. The course in this department is administered on the assumption that nothing can take the place of thorough and systematic work in the elementary school. In consequence of this belief great importance is placed upon the work in this department.

Condition of Entering.—Pupils will be admitted to this department on giving satisfactory evidence that they have completed the course in the first seven grades of a standard elementary school. Fitness is usually determined by oral and written tests.

Outline of Course.

FIRST SEMESTER.	SECOND SEMESTER.
Arithmetic	Literature and Reading
Grammar and Composition	Elementary Science
Geography	Arithmetic
Elementary Science	Geography
Literature and Reading	Grammar and Composition

Word-Study occupies a twenty-five minute period every day throughout the year, all other periods being forty minutes in length. Manual Training is optional, and may be taken as a substitute for Geography by pupils who have finished that branch in the seventh grade. Both Geography and Manual Training may be taken by pupils who have shown unusual strength in their previous work, but in case of the absence of evidence of strength, Manual Training may not be taken until



SECTIONS OF HALL MUSEUM.

the first year of the Academic Course. All other branches in the schedule given above, including Music, are required, and may not be omitted unless the pupil has passed a satisfactory examination in the same.

ELEMENTARY NORMAL COURSE.

Purpose and Scope.—This course is designed to meet the needs of persons who wish thorough and direct preparation for a First Grade Certificate. It includes only those branches which are required for that grade of certificates, and ample time is given to each study, to the end that students completing the course need have no trouble in passing the examinations. Pupils having the time will be given an opportunity to take method in such branches as they choose, and also to observe in the Training School; but no work in method or practice teaching is required in this course. Students completing this course will be given credit in all creditable branches in either the Academic or Advanced Normal Course. The completion of this course entitles the student to an Elementary Normal Certificate.

Condition of Entering.—Only pupils who give satisfactory evidence of being able to complete the first year's work in the allotted time will be admitted to this course. It is generally necessary to show fitness by oral or written tests.

Outline of Course.

JUNIOR YEAR.

FIRST SEMESTER.

Arithmetic
Grammar and Composition
Geography
Literature and Reading
Elementary Science

SECOND SEMESTER.

Elementary Science
Literature and Reading
Arithmetic
Grammar and Composition
Geography

SENIOR YEAR.

FIRST SEMESTER.

Algebra
United States History
Pedagogy
Biology
Physiology

SECOND SEMESTER.

Biology
Pedagogy
Algebra
Civil Government
Observation in Training School

Word-Study occupies a twenty-five minute period daily throughout the course. All other recitation periods are forty minutes in length, and occur five times a week. Manual Training is optional, and may be taken as a substitute for Geography by pupils who have finished that branch. Both Geography and Manual Training may be taken by pupils who have shown much strength in previous work; otherwise it may not be taken during the first year of this course. All other branches in the schedule given above, including Music, are required and may not be omitted unless the pupil has passed a satisfactory

examination of the same. Drawing is an optional study during both years of this course.

The Course in Detail.

Arithmetic.—The subjects covered are: Common and Decimal Fractions, Denominate Numbers, Measurements, Percentage and its Applications, Involution and Evolution. The work up to Percentage will be considered a review. Mere ability to solve problems will not be sufficient. At every step, clear definition, proper arrangement of work, full explanation and exhaustive analysis are required. When dealing with problems in denominate numbers and measurements, the student makes drawings representing the object under consideration; and in the applications of Percentage he constructs original problems, and draws and makes computations of all forms of commercial paper. The aim is to treat the whole subject in such a way as to make the student conscious of the mastery of all ordinary arithmetical conditions.

Grammar and Composition.—The course in Grammar presupposes a general knowledge of the subject. The aim is to make this branch a means of discipline in that sharp discrimination of mental operations necessary in all critical studies of language, and of other branches involving abstract thought. To accomplish this, the subject matter of Grammar is developed from the language without the use of a text-book. The student constructs his definitions and principles under the direction of the teacher, and is never allowed to commit to memory subject-matter that he does not understand, and cannot illustrate in sentences. The first part of the course consists of a careful study of the parts of speech and culminates in a thorough study of the English verb. The second part is devoted to sentential analysis with a view to training the student to analyze with facility original composition as it is being read, and oral speech as he hears it spoken. The whole course is pursued on a basis of the belief that as a preparation for the study of literature or of a foreign language, and as a means of discipline for critical thinking, no branch of study surpasses Grammar, when it is taught in a rational manner.

Though Composition and Grammar are listed together, the work in the two branches is entirely distinct. The aim in the course of Composition is to give the student facility in expressing himself in writing in accordance with the standards of good English. Most of the work is written, and the subject-matter is taken wholly from content branches, so that at all times the student is dealing with reality.

Geography.—It is the aim of the work done in this branch to gather up and systematize the student's knowledge of the subject, and to extend this knowledge, especially along the lines of causal relations. The whole branch is carefully reviewed, special emphasis being placed upon a thorough understanding of the physical relations of each sub-topic.

Word-Study.—This title covers (a) spelling, (b) use of dictionary, (c) phonics, (d) orthoepy, (e) articulation, and (f) word-analysis. The course in spelling covers instruction in the way to attack difficult words, and the mastery of the Descriptive Speller. Students are given systematic training in using all helps in the dictionary. In phonics a complete course is offered in the elementary sounds of our language, and in ways of correcting errors in giving them. The course in articulation is an integral part of the course in phonics, and aims to give a complete mastery of the phonic elements as they appear in words. The course in word-analysis introduces the student to a knowledge of the composite nature of English words. A few of the principal roots, prefixes and suffixes are studied exhaustively as a basis for further independent work.

Elementary Science.—Under this title is studied (a) meteorology, (b) botany, (c) zoology, (d) physiology and hygiene, and (e) physics. On account of the importance of these branches in laying a foundation for the science of the second year in the Elementary Normal Course and on account of a general lack of instruction in them in elementary schools, much emphasis is thrown upon this study for a whole year. When practicable more than one recitation a day is given to them.

Literature and Reading.—A grasp of the thought-emotion element in literature naturally precedes any attempt at oral expression. On account of a failure to recognize this fact, pupils are often required to go through the form of reading before they really have anything to read, that is, before they have a thought from the author which is grasped with such fullness and vividness that a real desire is aroused to express it. It is one of the aims in this course to train the pupil in the method of attacking a selection in order to get its substance, and to give him drill in pleasant and effective oral reading. The requirements of this course are rigid, and the pupil who completes it must apply himself more closely than is commonly done in this branch.

United States History.—This course occupies a half-year and covers the branch with fair thoroughness. The outline appears under the details of the Academic Course.

Algebra.—The work in this branch in this course is identical with the first year's work in Algebra in the Academic Course, under the details of which an outline of the same appears.

Pedagogy.—This course covers a year's work, and aims to give the student a general view of the psychology of the learning process, and of the management of the recitation, an outline of which appears under the details of the Advanced Normal Course.

Biology.—This course is identical with the course in the same branch offered in the Academic Course, where a full outline of the same appears.

Physiology.—The outline of the work done in this branch appears in the detailed statement of the Academic Course.

Civil Government.—The work done in this branch is outlined in the details under the Academic Course.

Observation.—It is a fundamental principle in the Normal University that no student-teacher shall attempt to instruct a class until he has had a full course in the theory of teaching, including the courses in Method. Much benefit, however, can be derived from a course of careful and systematic observation in a school in which representative teaching is done. During the second semester of the Senior Year the student may supplement his work in pedagogy by observation in the Training School under the direction of the Principal of that department.

ACADEMIC COURSE.

REQUIRED	FRESHMAN YEAR	ELECTIVE
	FIRST SEMESTER	
Algebra		Latin—Latin Lessons
English—Advanced English		Biology
Grammar, and Expressive		Manual Training
Reading		
	SECOND SEMESTER	
Algebra		Latin—Latin Lessons
English—Composition and		Botany
Rhetoric, and Expressive		Physiology
Reading		Manual Training
	SOPHOMORE YEAR	
	FIRST SEMESTER	
Plane Geometry		Latin—Caesar
English		Ancient History
		Geology $\frac{1}{2}$; Physical
		Geography $\frac{1}{2}$
		Zoology
		Manual Training
	SECOND SEMESTER	
Plane Geometry		Latin—Caesar
English		Ancient History $\frac{1}{2}$ Medi-
		aeval History $\frac{1}{2}$
		Physical Geography $\frac{1}{2}$;
		Elem. Astron. $\frac{1}{2}$
		Manual Training
	JUNIOR YEAR	
	FIRST SEMESTER	
Advanced Algebra, Latin,		Latin—Cicero
Spanish or English		Spanish
		Chemistry
		Psychology
		Art
		Vocal Music
	SECOND SEMESTER	
Solid Geometry, Latin or Span-		Latin—Cicero
ish.		Spanish
English—Shakespeare.		Chemistry
		English History
		Art
		Vocal Music

REQUIRED

SENIOR YEAR

ELECTIVE

FIRST SEMESTER

Physics, Latin, or Spanish
United States History.

Latin—Vergil
Spanish
Art
Vocal Music

SECOND SEMESTER

Physics, Latin, or Spanish
Civics

Latin—Vergil
Spanish
Art
Vocal Music

Purpose and Scope of the Course.—This course is designed to meet the needs of the following classes of students:

1. Those who wish to take the Advanced Normal Course, for which the first three years of this course is a prerequisite.
2. Those who wish to prepare for a college or university, or who wish to enter a technical school.
3. Those who wish to take a thorough and systematic secondary course for general purposes.

The course is the full equivalent of the courses offered by the best preparatory schools in the East. In respect to both the branches pursued and the quality of work done, it prepares fully for the regular courses in any college or university. To complete it in the regular time requires that the student take four studies each semester, and attain a creditable standing (75) in each quarter's work, good work one quarter not being considered an offset for poor work in another.

Condition of Entering.—Students who have completed the A Junior Course are admitted to this course without further test of proficiency; others may enter on showing by oral and written tests satisfactory preparation in the branches of the A Junior Course. Admission to advanced standing is granted on passing satisfactory tests in the prerequisite work.

Characteristics of the Course.—It will be observed that the course is divided into Required and Elective branches. The required branches are those regarded as the core of every course offered in any first-class preparatory school. The elective branches are those which give name to the courses in preparatory schools, as English-Scientific, Latin, German, German-Scientific, etc. To the required branches the student adds throughout the course two electives of his own choice. In this way it will be observed that a half-dozen courses might be constructed from the schedule given above. In the case of students preparing for a university or technical school it is suggested that early in the course they ascertain what branches are required as prerequisites of that course, and choose electives which meet their needs.

Units and Electives.—1. A unit regularly consists of five recitations a week in a branch for one semester, except in the first year in English, in which case fifteen recitations every two weeks throughout the year constitute a unit.

2. Thirty-two units, exclusive of Public Speaking and Word-Study, are required for graduation.

3. To constitute it a credit, an elective branch must be pursued for a sufficient time to get an appreciable amount of its educational value. Latin may not be pursued less than two years; Spanish, two years; Biology, one year; Ancient and Mediaeval History, one year; Chemistry, one year; Physics one year; Art, two years, or sufficient time in which to earn two credits; Music, two years or sufficient time in which to earn two credits.

4. Two recitation periods in Manual Training, Art, or Music will be considered equal to one in a prepared branch.

5. A student may not receive more than four credits out the thirty-two credits for graduation, for work done in Manual Training, Art or Music.

Public Speaking and Word-Study.—All students are required to take rhetorical work, the amount being assigned at the beginning of the year, and being as nearly uniform as may be for all students.

Word-Study occupies a twenty-five minute period four times a week throughout the course, and is required of all students. The passing standing in this study is 80.

Chorus Work.—This work occupies a twenty minute period twice a week, and is required of all students.

The Course in Detail.

MATHEMATICS.

Algebra.—Elementary Algebra is a required branch in the first year of the course, and Advanced Algebra is an elective the first semester of the Junior Year. It is expected that all students preparing for a university or technical school will take the advanced course. From the beginning this branch is studied from the professional point of view, great emphasis being laid on clear definition of terms, and full explanation of processes. At no point in the course is mere numerical result accepted.

1. The first semester includes a careful study of the following:

(1) Fundamental Operations, (2) Factors, (3) Lowest Common Multiple, (4) Highest Common Factor, and (5) Fractions. Much stress is laid on a clear conception of the thought, and an accuracy and rapidity of operation.

2. During the second semester the following are included: (1) Theory of the Equation, (2) Principles and Methods of Elimination, and (3) Equations involving one and two Unknown Quantities. The



BIOLOGICAL LABORATORY.

mere solution of problems is not sufficient; but a full statement of the reasoning processes is required at every step.

3. The course in Advanced Algebra comprises the following: (1) Review of Square and Cube Root; (2) Calculus of Radicals, including definitions, the statement and demonstration of the principle applied in changing radicals to equivalent radicals in their simplest form, the principle and explanation for simplification of entire and fractional radical quantities, the introduction of coefficients under the radical sign, the demonstration of the principle applied in changing radicals to equivalent radicals having least common index, the rationalizing of the denominator of fractions, addition and subtraction of radicals, the statement and demonstration of the principle applied in multiplication of radicals and the involution and evolution of radicals; (3) Imaginary Quantities, including the demonstration that the rule for signs does not apply in finding the product of two imaginary quantities, but that it does apply in finding their quotient, the solving and explaining of problems in multiplication and division of imaginary quantities; (4) Ratio and Proportion, including the principle upon which ratio is based, the demonstration of the principle that the product of the means of a proportion equals the product of the extremes, and the demonstration of solution by inversion, alternation, composition and division; (5) Quadratic Equations, including definitions, degree of a term, degree of a radical, degree of an equation, the solution of the radical equation and problems involving pure equations of the second degree, thus bringing into practical use the principles taught in Calculus of Radicals; (6) Affected Quadratics, including methods of completing the square, the solution of equations containing only two powers of an unknown quantity having the form of an affected quadratic, the solution and explanation of simultaneous equations of the second degree between two unknown quantities, the solution and explanation of two homogeneous quadratic equations between two unknown quantities, and the solution and explanation of problems involving affected quadratics; (7) Arithmetical Progression, including definitions and terms used, the demonstration of all the important formulae, the solution and explanation of problems, using formulae; (8) Geometrical Progression, including in addition to the above, infinite series and circulating fractions; and (9) Permutations and Combinations.

Throughout this work generalizations are reached by the study of individual cases and emphasis is thrown on reasoning rather than on mere computation. To understand the principles underlying the process is much more valuable than to know merely the process.

The course outlined above presupposes the knowledge and mental discipline acquired by a complete and systematic course in Arithmetic pursued in the grammar school, in which the pupil has been trained to a clear conception of terms and conditions, and has been made conscious of the mastery of the reasoning processes. With this preparation, the pupil may hope to do creditable work; without it, he may not.

Geometry.—Plane Geometry is a required branch during the Sophomore Year, and Solid Geometry is an elective during the second semester of the Junior Year. It is expected that all students preparing for a college or technical school will take the latter. The method used in this branch is almost exclusively inductive. The text-book used the first semester contains only the statements of the propositions, with a few suggestions as to method of attack. All definitions involved are carefully developed by the teacher, and in assigning a proposition the way is opened up by the teacher in the class, beyond this point the student must reason out the demonstration. The absorbing or memorizing of ready-made demonstrations is not permitted. After the first semester an ordinary text-book is used, but the emphasis is thrown on propositions which require original demonstration.

The method of teaching geometry by memorizing demonstrations, which prevails in many schools, is not only prohibited in this institution, but the whole method of procedure is such as to make it impossible for the student to gain any credit whatever from such a way of attempting to learn the subject. A student who has completed a course in geometry by memorizing demonstrations prepared by another cannot be said to have mastered geometry. To get anything of the educational value of geometry the student must come to the study with a discipline of mind resulting from not less than three years of the study of arithmetic according to a rational method, and one year of the study of algebra, in which he has seen the principles of arithmetic made universal, and from the study of which he has gained much real power to reason. Geometry is essentially a disciplinary study, and the measure of benefit derived from it depends on the extent to which the student can use geometric data in reasoning independently.

English.

Advanced English Grammar.—The first semester of the first year is devoted to a systematic course in advanced English Grammar, as a foundation for the work in other languages, in composition and rhetoric, and in the study of literature which follows.

The aim in this work is as follows:

1. To give the student the essential facts of the subject.
2. To enable him to express his thoughts regarding these facts in a simple and accurate manner.
3. To show him that sub-topics may be presented in such an order that but one difficulty will be met at a time, and that this when mastered will prepare the way for the mastery of other difficulties; to show also that a logical order renders it possible to make discriminations which would otherwise have to be omitted, and that the power to make fine distinctions is chief among the benefits to be derived from a study of the subject.
4. To enable him to apply in a practical way the principle that because of the analytic nature of our language the content element

takes precedence over the form element in the study of its grammar.

The sentence is made the basis of study. Since an analytic knowledge of the sentence as a whole, however, can be gained only by a knowledge of its elements in their simplest form, the parts of speech are taken up first, and the study of these is followed by the study of the analysis of the sentence and of English syntax.

Expressive Reading.—This subject is not usually regarded as a part of the instruction in English, yet it is closely related to it, and as a matter of administrative convenience it is combined with English. The recitation in this branch occurs on alternate days throughout the first year, the recitations in the other English of this year occurring daily.

Silent reading or thought-getting is a matter of first consideration in all questions connected with reading. It is an analytic process and therefore involves some of the highest powers of the intellect. To gain skill in it, is to gain an intellectual training for which no other branch can be made a substitute. This phase of reading receives first attention in this course.

The second phase of reading is that of expression. In respect to this department the aim of this course is to give the student a knowledge of the art of expression, and practical drill in reading standard literature to the end that his effort may be pleasing and effective. Vocal expression is the co-ordination of mind, body and voice in the utterance of thought. Training in this work is, therefore, divided into three related parts:

1. The first is the training of the mind. Selections of classic literature are studied to develop the imaginative, the sympathetic and the logical powers involved in delivery. For this purpose lyric and dramatic poetry, and descriptive, narrative and conversational prose, are studied progressively. It is a fundamental fact that one cannot express what he does not see intellectually and feel emotionally; therefore the imagination is stimulated in order to strengthen and enrich the oral expression of thought. Deep emotion under proper control clarifies thought. If a person thinks clearly, he will express himself clearly. Whatever is expressed is the outward form of a thought-content, and expression follows the clarifying of that content only as the emotions are aroused by the impression which that content makes; therefore, much attention is given to the awakening of the imagination for receiving impressions. This is the mastery of the thought, after which attention is given to the technique of expression; that is, to phrasing, pausing, methods of emphasis, and inflection. Throughout the study, however, the psychological fact is constantly kept in mind that all these are merely means of expression, and are the forms the content of thought takes when it attempts to express itself.

2. In oral expression there is a second party to be considered, the hearer, therefore the training of the voice becomes important. In giving the technical work for development in this line, the aim is to retain

the personality of each voice, to free it from both natural and acquired faults, and to bring out its native strength and purity, that is, to make it the servant of the individual in all forms of oral expression.

3. The final aspect of expression is physical in its character. The aim is to enable the student to bear himself well, not only when reading or reciting in public, but at all other times.

Composition and Rhetoric.—The aim in this work is to make the student familiar with the standard forms of English composition, and to give him facility in expressing his thought correctly and rapidly in written form. Throughout the course essay writing is required.

Literature.—A year is given to the study of English and American masterpieces, followed by one semester devoted to the history of our literature; in which the study of productions is continued, the historical aspect being emphasized. In the study of masterpieces the student becomes familiar with a few of the great productions, and in the historical study he gets something of a notion of the causal relation existing between the successive periods created by them.

The aim in this subject is to cultivate in the student a taste for good literature, and an appreciation of it by reading and studying its best productions rather than studying about literature and authors. Only by this method can the student be said to have a true appreciation of a literary production. The history of literature and the biography of authors is pursued only in so far as it will aid the student in accomplishing this purpose. The following outline suggests the general method of studying productions:

I. FICTION.

1. What is the interest in the novel?
 - (1) If the plot interests, how has the author developed the plot?
 - (a) Center of interest, (b) Complication and Resolution, (c) Incidents, (d) Dramatic situations, (e) Climax of plot.
 - (2) If life interests, what knowledge do you get of past, present or local life?
 - (a) Characters as types, (b) Appearance and dress, (c) Home and surroundings, (d) Amusements, (e) Religion, (f) Occupations, (g) Education, (h) Language.
 - (3) If character interests, how and by what is it developed?
 - (a) Character is revealed through, (1) Description and analysis, (2) Conversation, (3) Action, (4) Feeling and attitude of characters toward each other.
 - (4) If the interest is in the theme, what is the theme, and what is the author's position regarding it?
2. Literary merit.
 - (1) Did you enjoy reading the novel? Why?
 - (2) Was the language easily understood?
 - (3) What pictures did the descriptions leave in your mind?
 - (4) What made the narrative interesting, or uninteresting?

- (5) Did you seem to live with it?
3. Compare the book with other books of the same character?
Compare it with other books by the same author?
4. Was the book worth reading?
 - (1) Did it give you pleasure?
 - (2) What definite knowledge was gained from it?
 - (3) In what respect, if any, did it give you higher ideals?
 - (4) What influence, if any, did it have in leading you to realize those ideals?

II. POETRY.

After spending a week or more with an author's complete works to find out what the author has written, and to get a general idea of the author's style, the following more specific study is made:

1. What did you enjoy of that which you read?
2. What was the source of the enjoyment?
3. What are the general characteristics of the poetry? (1) Music, (2) Beauty, (3) Imagination, (4) Passion, (5) Inspiration, (6) Insight, (7) Faith.

III. ESSAY.

1. The content.
 - (1) Determine the author's thought.
 - (2) Attempt to get the author's point of view by seeing relations.
 - (3) Relate this knowledge to your previous knowledge—make it your own.
2. Compare the essay with other essays by the same author.
3. Compare the essay with other essays by different authors on the same subject.
4. Compare the writings of this author with those of other essayists.
5. Make a summary statement of the author's style and compare it with the style of other essayists.

The last semester of the third year is given wholly to the study of Shakespeare.

History.

Ancient.—This division of history is offered during the first three-quarters of the Sophomore Year. Since this is the first serious work in history the student undertakes, the aim is to lay a good foundation for all subsequent study. As far as practicable original sources are used. The text-books used are Myers' and Sheldon's.

Mediaeval.—The fourth quarter of the Sophomore Year is given to this branch of history and is intended to prepare the student for an intelligent study of modern nations. Stress is laid on the study of original documents, and the method of attacking historical data.

English.—This study is offered as an elective for one semester. The aim is to give the student such a knowledge of English institutions as to enable him to trace them intelligently into the history of our own country.

History of the United States.—The work here done presupposes a general knowledge of the subject. The aim is not so much to give a knowledge of the details of history, as it is to study a few typical events to bring into bold relief the growth and development of American institutions.

Throughout the study of history an attempt is made to make the work practical by encouraging original thought in making comparisons and formulating opinions concerning real and possible problems. History is viewed as the all-round development of our national life. Therefore an attempt is made to give an understanding not only of political evolution but also of industrial, educational, religious and social development. The unity of the historical sequence is kept in view by tracing the results of those institutions and events whose influence have persisted through a considerable period of time. In doing this, various authors, and original documents are studied.

Civics.

The aim in this study may be summarized as follows

1. To gain an accurate and comprehensive view of the origin and growth of the government of the United States, and to comprehend the relation of each political unit to other units, such as the relation of the city or county to the state, and of the state to the United States.
2. To gain an idea of our constitution as an outgrowth of English institutions as developed by the life of the people, and as construed by Congress, by the Executive and by the Courts.
3. To lead the pupil to an understanding of his rights under the government, and his duties as related to those rights; to cultivate in him a desire to perform those duties.

Languages.

Latin.—The course in this branch is designed to meet the needs of two classes of persons, (a) Teachers who wish to prepare to teach Latin in the High School, and (b) Students preparing for college. The study is a thorough test of the student's knowledge of English and of his power of application. To make satisfactory progress it is necessary that the student should have a good foundation knowledge of English grammar, and especially of the parts of speech. In this department the aim is three-fold: (1) To give mental discipline, (2) To give a broader knowledge of history through Latin, and (3) To develop a taste for classic literature.

1. Latin Lessons.—The work of the first year is chiefly disciplinary. The aim is to give the student a knowledge of Latin forms. The close relation of English to Latin is traced by means of derivatives. Stress is laid on pronunciation and Latin idioms, and in all translations from Latin into English the quality of the English is emphasized.

2. Caesar's Gallic Wars.—This text is made the foundation of study for the second year. The aim is to apply the knowledge of the previous year and to develop an interest in the subject-matter read

from both the historical and literary points of view. In rendering from the Latin, strenuous effort is made to avoid the unspeakable "translation" English. Four Books of the Wars is the minimum requirement for this year; with strong classes five and six Books are read. Throughout the year Latin composition, based upon the Gallic Wars, occurs once a week.

3. Cicero.—Five orations of Cicero is the minimum requirement of this year. Frequently two more orations are read. Latin composition based upon the orations occurs once a week throughout the year.

4. Vergil.—Six Books of the Aeneid is the minimum requirement of this year. Throughout the study of this author great emphasis is thrown on the literature of the language.

Spanish.—Two years, the Junior and Senior, are devoted to the study of this language. The aim is to give the student a knowledge of the structure of the language and such facility in its use as to carry on ordinary conversation. This end cannot be accomplished with immature students. The course here given presuppose (1) A good knowledge of English grammar, (2) Such a knowledge of English literature and of English composition as is given in the first two years of the Academic Course, and (3) One year's work in English masterpieces. From the beginning, emphasis is laid on a familiarity with the language as it is spoken. The student is introduced to a study of the best literature of the language by the study of three or more of its leading literary productions.

Biological Sciences.

General Biology and Botany.—The aim of work in general biology is not so much to give specific knowledge as to make the student familiar with the method and general ideas of science. This is accomplished by introducing beginners to the study of concrete types of plant and animal life. The half-semester given to general biology is followed by a semester and a half devoted to botany. This study begins with laboratory work in the germination of seeds and growth of seedlings. After a comparative study of the work performed by each student, a microscopic study of roots, stems, and leaves of plants, the relations of roots to soils, and of leaves to light, and their relations to each other, is made by the individual numbers of the class. Throughout the course emphasis is thrown on laboratory and field work.

Physiology.—The foundation of this is laid in the half-semester devoted to the study of biology. As a special preparation, however, for the study of human physiology, one or more small animals are dissected. From this study of gross anatomy, a general knowledge of the skeleton, muscles, circulation, respiration, and the anatomy of digestion is obtained. The course then takes up a detailed and concrete study of the human skeleton, of the mammalian heart and lungs,

and of the muscular, digestive, circulatory, nervous, and excretory systems.

Zoology.—This course consists of a study of the types of each of the several groups of invertebrates. The work consists chiefly of the dissection and study of type forms. Special attention is given to the general morphology and function of the various organs. Students mount slides and do such histological work as an introductory training in careful investigation.

Physical Science.

Physics.—This course covers one year and is planned to cover all the requirements for the most exacting courses in colleges, universities, and technical schools. Apparatus is provided to study physics from the beginning by the experimental method. Laboratory work is supplemented by discussion and criticism in daily recitations.

Chemistry.—This course is introduced by practice in the simple laboratory operations, such as solution, precipitation, filtering, and washing. This work is followed by a series of experiments intended to give an insight into the nature of chemical action, and the operation of chemical forces. Throughout the course the phenomena observed are recorded and made the subject of recitation and discussion in the class-room. It is the aim of the course to lead the student, by carefully graded steps, to familiarity with chemical phenomena and an understanding of chemical laws.

Geological, Physical Geography, and Astronomy.—It is believed that, for an elementary course, these subjects can best be treated together. Two semesters are given to the course. The first ten weeks are devoted to the elements of geology and this work is followed by a semester of physical geography, after which a half-semester is given to elementary astronomy. The aim of the course is to give the student a notion of the physical laws by which he is surrounded as they are set forth in these three related branches. In physical geography proper, it is the aim of the course to systematize the knowledge the student has gathered during his course in the grades, and to extend that knowledge to a reasonably complete notion of physico-geographic laws by which he is surrounded. Among the subjects considered are: The earth as a planet, the atmosphere, distribution of temperature, the ocean, waves, tides, structure of the earth and condition of the earth's surface. The aim of the work in astronomy is to give the student something of a notion of the laws that govern our universe and the relations which the earth sustains to other parts of the universe.

Manual Training.

This study is offered as an elective during the first and second years. The work of one of these years may be taken in the A Junior Department. Not more than two credits out of the thirty-two necessary for

graduation can be offered in Manual Training. The course is designed to train the hand to execute with readiness and accuracy the mandates of the will, to enable the student to learn the proper use of tools, to teach him how to keep tools in proper order, and to prepare teachers to construct such simple pieces of apparatus as they may need in their work. The course brings into use most of the wood-cutting tools. At every step the student is trained to habits of accuracy, but finish of work is secondary to the general purpose of manual training.

Art.

This branch is offered as an elective during two years of the course. The aim is to cultivate the artistic sense of the student, and to give him facility in artistic expression with brush and pencil.

The work in this branch has no connection whatever with the work outlined for Drawing in the Advanced Normal Course. The work in art is intended for general culture, that in drawing for the purpose of the teacher. An extra fee is charged for this course.

Vocal Music.

This course is designed for general culture purposes, and is offered as an elective in the Junior and Senior years. A student may not offer more than two of the thirty-two credits for graduation, for work done in this branch.

ADVANCED NORMAL COURSE.

JUNIOR YEAR

FIRST SEMESTER	SECOND SEMESTER
Psychology (19)	Grammar (19)
Arithmetic (19)	{ Drawing (11)
Geography (19)	{ Method in Drawing and Form (8)
Music (19)	{ Music (11)
Drawing (19)	{ Method in Music (8)
{ Pedagogy (10)	{ Arithmetic (11)
{ School Management (9)	{ Method in Written Arithmetic (8)
	{ Method in Reading (10)
	{ Method in Nature-Study (9)

SENIOR YEAR

FIRST SEMESTER	SECOND SEMESTER
Kindergarten Theory (19)	
General Method (19)	
{ Method in Elementary Arithmetic (10)	
{ Method in Language and Story (9)	Teaching in the Training School
{ Method in Grammar (10)	
{ Method in Writing and Spelling (9)	
{ Method in Geography (10)	
{ Method in History (9)	
Observation in Training School (10)	

Note.—The figures indicate the number of weeks the subjects are pursued.

Purpose and Scope.—This course is designed to meet the needs of those teachers who wish a full course in professional instruction and training. This is the distinctive work of the Normal University and in performing this duty it must fulfill two functions in fitting youth to assume the duties of a worthy and competent teacher.

1. The receptive is the characteristic attitude generally imparted to the mind of the student by the secondary school and college. It is the first business of the Normal School to transform this attitude into that of an intelligent dealing with facts as data for thoughtful investigation. In accomplishing this modification of mental attitude it is a matter of mental economy that the field of knowledge should be broadened and deepened by a study of relations within branches formerly studied as well as by the introduction of entirely new branches. These two functions constitute the chief work of a Normal School in its distinctive field.

2. That the duty of training students to think clearly and continuously upon the data of the branches of education is the paramount

duty of the professional work of a Normal School, is asserted without hesitation. In the elementary and secondary schools very creditable results are often achieved in training the mind to retain a multitude of valuable facts, but students are not trained in developing the importance of those facts. This is a distinct field of study. It is not a review of branches formerly studied, but a new view of the data of those branches. Immaturity and the persistence of traditional methods adapted only to primary stages of learning, too often magnify the content of thought, leaving relations indistinct, if recognized at all. It is the business of the professional school to receive students from such institutions and to develop the logical attitude as being of supreme interest and fundamental to any specific study of the science and art of teaching.

3. Every department of the Normal University is under obligation to put into operation such methods in the teaching of all branches as shall place the student on this higher plane of thinking. A clear recognition of this principle and a persistent application of it in all subjects of study is a most effective antidote for pedagogical admonition and exhortation too frequently indulged in by schools given to "short-cut" methods and "sugar coated" interests. The mind grows by the exercise of its own powers, and to educate means to train to use the mental powers.

4. Sound pedagogical methods involve an entirely different mental attitude from that found where traditional methods in the study of academic branches are still in vogue. As a remedy for this condition the student is introduced as soon as possible to the specific study of branches that require the new mental attitude, and he is soon led to feel that there is a sphere of thought in the common branches of knowledge of which he has formerly been entirely unconscious.

Condition of Entering.—Three years of the Academic Course, or twenty-four units, are required to enter upon the work of this course. In addition to the required studies of that course, for this course the following are also required: Biology, Physiology, Physical Geography, Physics, United States History, and Civics.

The Course in Detail.

PROFESSIONAL BRANCHES.

Psychology.—A study and discussion of the following subjects: The psychological basis of mental life, the psychology of the senses, perception, association, memory, attention, apperception, thought, instinct, imagination, habit and will. The work is based on introspection and experiment, and is designed to give a working knowledge of psychology and to cultivate a psychological habit and interest. In addition to the regular text, collateral reading and weekly themes are required.

An elementary view is taken of child-study, including the following: Physical growth and development of the child, play, curiosity, imagination, superstition and other instincts; development of intellect, fatigue, etc.

The primary purpose of the course in this branch is to learn the condition, processes and laws of mental development, and to understand the motives and forces that give rise to human activity and conduct. In this way a foundation knowledge for dealing with human nature in its many aspects and relations is laid, and the basic ideas for an intelligent attack upon the problems of teaching are laid. The outcome of the study may be summarized as follows: (1) The evolution of an idea, (2) Development through apperceptional self-activity from lower to higher forms of thought, sentiment and action, (3) General stages of development of the individual and the race.

Pedagogy.—This work introduces the student to the fundamental nature of the school, its aim as determined by the nature of human life, its elements, and their general nature and relation to each other in the school organization. The more elementary laws of the psychology of the teaching process are examined. The relation of the nature of the child, the subject-matter of instruction and the function of the teacher to the school is unfolded. From this the function of the teacher is elaborated. On the thought developed thus far is based the discussion of the science and art of the recitation and the leading principles of school management.

School Management.—The following subjects are fully discussed:

1. School Organization.
 - (a) Nature, scope, scheme, how determined.
 - (b) Parties concerned—taxpayers, parents, the child; conflicting interests and demands to be co-ordinated and harmonized; Board of Education; teachers.
 - (c) Classification.
 - (d) Grading.
 - (e) Program.
2. School Management.—Determined by demands of the child's development.
 - (a) Growing out of the laws of physical nature as discovered in physiology and applied in hygiene and sanitation.
 - (b) Growing out of the laws of mental nature as found in psychology, and as applied in pedagogy.
 - (c) Growing out of the laws of spiritual nature as formulated and applied in ethics.
3. School Hygiene.—Shaping the school conformably to the laws of the child's physical nature.
 - (a) School Environment, grounds, building; construction, arrangement, care.
 - (b) Ventilation, necessity based on physical needs; elements of the problem, devices, appliances, and schemes.
 - (c) Lighting, defects of vision; schoolroom causes: proper lighting, amount, distribution and arrangement of light area; control of light.

- (d) Seating, evils of prevailing methods; elements constituting proper seating; habits and posture of pupils at desks.
 - (e) Fatigue, nature, waste of effort under fatigue conditions; conditions producing fatigue; school program in relation to fatigue and rest.
 - (f) Infectious and contagious diseases.
4. Course of study.—Shaping the school to the law of the child's mental nature.
- (a) As determined by social organization.
 - (b) As determined by the laws of mental development; evolution of the course; correlation of studies; order of studies; order of developing interests; culture epochs; educational values.
 - (c) The daily program.—Distribution of study and recitation periods.
5. The recitation.—
- (a) Its place as an educational means.
 - (b) Object of the recitation.
 - (c) Fundamental principles of the recitation.
 - (d) Methods of conducting the recitation.
 - (e) The art of questioning.
 - (f) Assignment of lessons.
 - (g) Special preparation by the teacher.
 - (h) Preparation by the pupil.
 - (i) Language of the recitation.
 - (j) Note-taking.
 - (k) Board work.
6. The art of study.—The study-recitation, the study-lesson, the recitation-lesson.
7. Morals and manners.—Moral worth of school studies; school incentives; teacher's relation to local amusements.
8. School Government.—Elements of governing power; conditions of easy control; mechanical devices; punishments, ends, nature, and conditions.

General Method.—The aim is to give a broad and well-founded knowledge of the learning process on one hand, and of the teaching process on the other. It thus forms the basis of all work in special method and is its necessary forerunner. Special attention is given to the following:

- (1.) The various notions and aims of education, as derived from the conceived aim of life and formulated by social science and ethics—Hedonism or feeling; Intellectualism or knowing; Morality or willing.
- (2) The aim of instruction, a permanent and many-sided interest in what is valuable for self-expression.
- (3) The principle of self-activity or self-expression—the principle of interest in soul growth.
- (4) Educational values and the course of the elementary school.
- (5) An

investigation of the principle of apperception and its application to school-room instruction. (6) A study of interest and its educational value. (7) An investigation and discussion of the various theories of concentration. (8) The "culture epoch" theory in its relation to interest and concentration. (9) A critical study of the inductive-deductive process of teaching. (10) Questioning as a means of awakening and directing mental activity. (11) The value and necessity of observing the "doing" side in all education.

Professional Study of Common Branches.

This is not a review of the common branches, but a new—a broader and a deeper view of their subject-matter. It is the view necessary to a rational foundation for the study of method in these branches. It deals strictly with the subject-matter, as opposed to method; but it deals with it exhaustively.

It comprises a professional study of Arithmetic, Geography, and Grammar. The professional view of the other branches is obtained in connection with the study of their method.

Methods.

The aim in all method is to give the student a basic notion of the psychological process involved in the learning of any particular piece of subject-matter, and the way of developing that process. Method, therefore, requires three distinct lines of work:

1. A critical examination of the subject-matter.
2. A consideration of the order of presenting the subject-matter.
3. The devices employed in presentation—incidentally the literature of the subject may be considered.

This department includes method in the following branches: (1) Number, (2) Arithmetic, (3) Reading, (4) Nature-Study, (5) Music, (6) Drawing and Form, (7) Language and Story, (8) Grammar, (9) Writing, (10) Spelling, (11) Geography, (12) History. To the study of method in these branches a total of one hundred weeks is given.

Kindergarten Theory.

A general view of the kindergarten system from both the psychological and the practical point of view, with a study of child life and the basic principles which make the Kindergarten system possible. The course includes the following:

1. The observation of children in the kindergarten, and the consideration of the needs and characteristics of children of kindergarten age.
2. A study of the kindergarten gifts and occupations with their educative possibilities—other play material.
3. The adaptation of stories, music, games and physical exercises of various kinds to the needs of children of kindergarten age.

4. A study of the adaptation of nature-study to kindergarten children.
5. The origin and progress of the kindergarten movement.

Music.

This course is designed especially for teachers, and includes exercises for the correct focusing of the singing voice, for the establishing of the ideal voice of each student and for developing tone perception, to the end that the student may be able to follow with ease and accuracy the true mental tone line. The student is aided in developing a singing voice characterized by freedom, beauty, power and effectiveness, particular attention being given to the quality of tones, their brilliancy, smoothness, fullness, sympathy, and consistency, and dealing with them throughout as mental objects. Students are trained to analyze and interpret at sight simple musical selections, and are introduced to a study of the art principles underlying vocal music.

Drawing.

This study is designed especially for teachers, and has two distinct objects in view: (1) To develop an appreciation of and skill in artistic representation, and (2) Method in teaching drawing. It is believed that no course in drawing for teachers serves its purpose, if it does not give the student ability to do practical illustrative work such as is necessary in giving lessons in geography, history, nature-study and literature. The course includes the study of flowers, fruits, vegetables, trees, and the principles of perspective in cylindric and rectangular objects; groups of objects, light and shade, working drawings, pattern, constructive designs; use of brush and ink, and brush and color; out-door and black-board sketching.

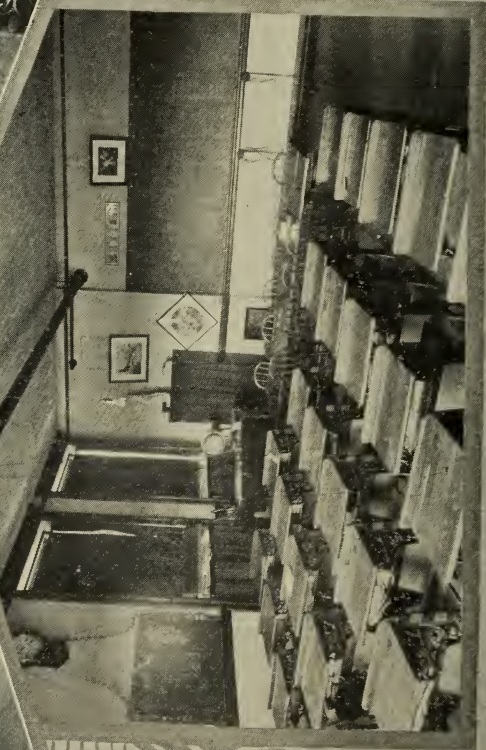
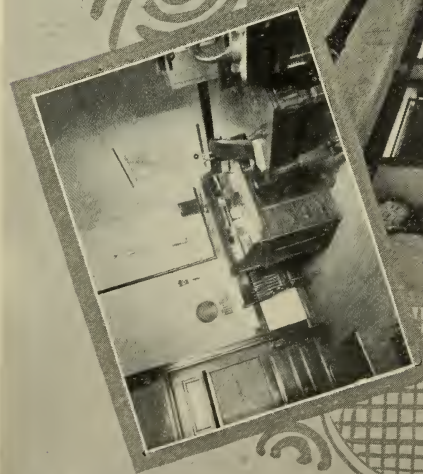
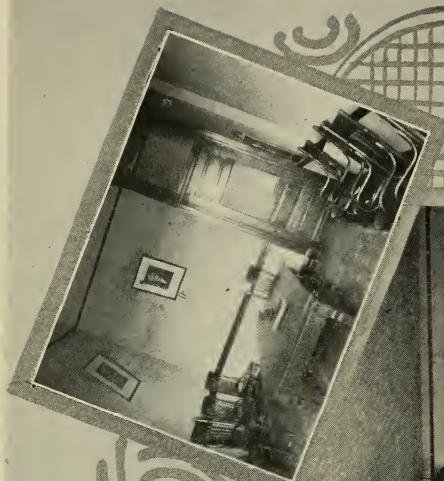
Practice Teaching.

The Training School consists of the kindergarten and seven grades of twelve pupils each, occupying four school rooms, each room being in charge of a critic teacher. The course of study in this department consists of the branches taught in the best city schools, including kindergarten work, weaving, clay modelling, paper folding and cutting, basketry, brush-work, drawing, music, physical culture, and nature-study. All these branches are under the direction of the principal of Training School, the supervisors of special branches, and the critic teachers. The program is planned each semester with special reference to furnishing students an opportunity for observing classes in charge of experienced teachers.

Students are eligible to practice in the Training School only after they have completed the work of the first three semesters of this course. When once admitted, students are required to spend a full day in charge of a room, thus testing not only their ability to teach, but also their skill in interesting and managing pupils. The lesson-plan in

each branch is submitted to the critic in charge before the lesson is given, and after it has been criticised and corrected, the lesson is given. A weekly meeting of the practice teachers and the critic teachers is conducted by the principal of the Training School. At this meeting the chief points in the work of the week are reviewed in relation to the purposes and principles of teaching, and the application of theory to special points in practice is made the subject of careful exposition and discussion. Private consultations between pupils and critic teachers occur at frequent intervals.

A full record is kept of the work done by the student-teacher, and is made the basis of determining the question of graduation and of future recommendation as to employment. This record covers the following: (a) Power to secure, full co-operation of pupils, and to stimulate their ideals, (b) Social culture and personal appearance, (c) Presence, (d) Scholarship, (e) Language, (f) System and skill in teaching and managing a school room, (g) Professional spirit, and (h) Growth in personal power and insight into pedagogical principle and practice.



PRESIDENT'S OFFICE.
RECEPTION ROOM.
ROOM IN TRAINING SCHOOL.

GENERAL INFORMATION.

Library.

The Normal University has a library of 2,000 volumes especially adapted to the needs of an institution of this kind. Among these are several sets of Encyclopedias and reference works in history and science.

Periodicals.

The following periodicals were taken the past year :

The Outlook
Youth's Companion
American Review of Reviews
The Literary Digest
Current Literature
Success
Harper's Weekly
Collier's
International Journal of Ethics
Psychological Review
Pedagogical Seminary
Chicago Record-Herald
Educational Review
Musical Leader
Journal of Pedagogy
School Review
Education (Boston)
School and Home
Primary Education
Journal of Education (Boston)
The Intelligence
The Popular Educator
The Normal Instructor
The School Journal (New York)
Our Times
World's Events
Birds
The Kindergarten Review
Brush and Pencil
Manual Training Magazine
The Optic (Las Vegas)
The New Mexican (Santa Fe)
The Morning Journal (Albuquerque)
The Gazette (Raton)
The Albuquerque Citizen (Albuquerque)

The Stockman (Springer)
Voz del Pueblo (Spanish, Las Vegas)
Bandera Americana (Spanish, Albuquerque)

Laboratories and Apparatus.

The Normal University has three laboratories, one for Physics, another for Chemistry and another for the Biological department. Each of these laboratories is fully equipped with apparatus and appliances for the teaching of the respective branches according to the latest methods of secondary and professional instruction.

Summer School.

The first session of the Summer School of this institution began on June 6, and continued for a period of eight weeks, the total enrollment being 37, and the average attendance 33. The enrollment by counties was as follows: San Miguel 11; Mora 6; Chaves 4; Leonard Wood 4; Colfax 3; Otero 2; and Luna, Eddy, Grant, Union and Santa Fe each 1. Two teachers from Trinidad, Colorado, were enrolled. Classes were organized in Reading, Penmanship, Orthography, Grammar, Arithmetic, Physiology, Civil Government, United States History, Pedagogy, Algebra, Botany, Zoology and Physics. At the close of the session each person received a certificate of attendance, indicating the branches he pursued and his standing in each, if his grade was above 75.

From every point of view the summer session was pronounced a success, and it has been decided to make it an integral part of the Normal University. In the work of next year the following will be especially provided for: (a) Double daily recitations in all branches required exclusively for a first grade certificate, (b) Close correlation of the work of the Summer School with that of Elementary Normal course, (c) An increase in number of classes to make closer grading possible, (d) An observation class of first grade children under the direction of one of the critic teachers of this institution.

This is not a teacher's institute in any sense of that term, but is a school in which systematic work is done. The circular announcing the session of this year stated that classes would not be carried over a large amount of work without regard to quality. The spirit of this announcement was carried out, and students were not allowed to take more than four prepared studies. The same principle will be carried out in future sessions.

A circular giving full particulars as to branches offered, classes, etc., will be issued early in March.

Chorus Work.

All students of the Normal University have an opportunity to receive instruction in chorus work under the direction of Miss Mareth Furro, Supervisor of Music. The recitation occurs twice a week, and is one of the most enjoyable for all music lovers.

Opening Exercises.

These exercises occur daily about the middle of the forenoon session, and all students are expected to attend. The aim is to make the exercises stimulating and uplifting. They usually consist of a short address, reading of Scripture or the reading of choice literature. The coming year our students will have an opportunity to hear read some of the best productions of American, English, Roman and Greek literature. The aim will be to give an appreciative understanding of a few of the great productions. The readings will be accompanied by such an account of the time, the author, and the production as to make it valuable from the viewpoint of both literature and entertainment.

Physical Training.

During the coming year two systematic courses in Physical Culture, one for boys, under the direction of a male instructor, the other for girls, under the direction of the regular instructor in Physical Culture, will be carried out.

Home Study Department.

This department is designed to meet the needs of those students who do not find it convenient to take a full course in residence. The work done in this department in respect to thoroughness and completeness is fully equal to the standard of that done in residence. Each branch is divided into two or more units of work consisting of eight lessons each. A student may not take work in more than two branches at the same time. On completing one or more courses, the student takes his examination under the personal direction of the instructor in charge. Home Study work is offered in Algebra, Grammar, Arithmetic, Geography, United States History, Civil Government, Physiology and Hygiene, and Pedagogy.

A circular describing the courses and the method of procedure will be sent on application.

Trained Teachers.

Thoroughly trained teachers are in demand in all the best schools of New Mexico. Several cities employ no others. The fact that within the year we have had several applications for such teachers and could not supply them, is evidence that this demand is increasing. There is a special demand for young men as principals, who have had a course of professional instruction. Boards of education are beginning to refuse to place their schools under principals who cannot direct the work of the teachers in an intelligent way.

Positions for Graduates.

We keep on file full educational data regarding all the towns and cities in the territory of more than 500 inhabitants, and we aim to keep in close touch with the boards of education, and the needs of

these schools in order to supply them with trained teachers. We give graduates the benefit of all information in our possession and of such assistance as we can render consistently.

Government.

We have no formal regulations governing the conduct of students. It is understood that each student will conduct himself in a proper and becoming way at all times. On failure to do so, after due counsel and opportunity to do what he knows to be right, the student is asked to withdraw from the school. Students are expected to be prompt and regular in attendance on all school exercises; to conform to the usages of good society in their relations to the public, to their teacher and to each other; to take proper care of all school property entrusted to their keeping; to refrain from any action that would interfere with the progress of the school or bring discredit on the student-body; and to give their full attention to their work.

Institutes.

The president and members of the faculty will be glad to arrange with county superintendents who wish to hold one or two one-day institutes during the year. Much good can be accomplished by an occasional one-day institute during the school year when teachers are engaged in the actual work of the school room.

Ladies' Dormitory.

There has been a growing demand for a dormitory where young ladies coming from a distance might make it their home while attending the University. The residence at 1030 Sixth street has been secured by the Board of Regents, and has been fitted up as a ladies' dormitory. Miss Rebecca Rowland, a lady known for her staunch Christian character, has been employed as matron, and will seek to make life at the dormitory as pleasant as possible.

The aim is to make expenses as low as it is possible consistent with proper health conditions. The boarding department will be run on the co-operative plan, and each student will bear only her proportionate part of the expense of the table. On application detailed information will be given regarding expenses and the articles that will be necessary for the student to bring in order to equip herself properly.

Boarding and Clubs.

Table board may be had in private families at \$4.00 to \$5.00 a week; rooms cost from \$3.00 to \$8.00 per month. Board and room with good families is offered at as low as \$4.00 per week.

Self-boarding and clubs are much more economical methods of living, and, when wisely managed, may enable the student to live at \$9.00 to \$13.00 a month.

Self-Support.

The Normal University gives employment to three young men during the school year, paying each \$15.00 a month and allowing tuition for a year. The positions are very desirable ones and are open to young men 18 years of age, or older, who give assurance that they may be relied upon to do their work faithfully and well for a period of nine and a half months. Other opportunities are offered by the University for students to earn their tuition and part of their expenses.

Outside of the University there are opportunities for the right kind of young men to earn their way through a full course. Students who wish to defray the whole or any part of their living expenses by work should apply to the President. An effort is made to keep on file the names of the persons who wish to employ student-help.

Tuition.

Academic, A Junior and Elementary Normal Courses, \$7.50 a semester.

B Junior and Kindergarten Courses; \$4.50 a semester.

Training School, (grades 1 to 7 inclusive), \$2.50 a semester.

Advanced Normal Course, free.

NOTE.—Tuition is due on registration day—no open accounts are kept with students. No reduction is made for late registration, and in no case is tuition received for less than a full semester.

Incidental Fees.

Chemistry, for material used, \$1.00 a semester.

Library, from students in A Junior, Academic. Elementary Normal and Advanced Normal courses, 40 cents a semester.

NOTE.—Incidental fees are due on registration day.

Text-Books.

All text-books used in the Normal University are owned by the school, and are rented to students at such a rate as to replace them when no longer fit for use.

Training School, and B Junior Departments.—In these departments books are rented by sets and for the school year, that is, the rental fee paid by the pupil on entering covers the use of all books he will use during the year. The rental fee in these departments is as follows:

1st Grade.....	\$.35
2d Grade.....	.40
3d Grade.....	.50
4th Grade.....	.75
5th Grade.....	.95
6th Grade.....	1.00
7th Grade.....	1.00

In grades from the fourth to the seventh inclusive, a deposit of 50 cents is required. The deposit, less damage for more than ordinary wear, will be refunded when the books are returned.

Academic, A Junior, Elementary Normal, and Advanced Normal Courses—In these courses book rent is paid by branches of study pursued, the amount varying with the number and cost of the books used. The total amount, however, is merely nominal compared with the cost of the books. In these courses the deposit for the prompt return of the books in proper condition is \$1.50. The deposit, less damage for more than ordinary wear, will be refunded when the books are returned.

Suggestions to Intending Students.

1. Sound health and good physical conditions are essential to successful work in school. If you are tired and worn out by over-work, do not expect to carry a full program and maintain creditable standing.

2. Remember that success is gained only by persistent and conscientious effort. Come with the full determination that you will attend strictly to business, and that you will succeed in everything you undertake.

3. Do not seek to pass out of branches that have not been thoroughly mastered. It is mastering studies that educates.

4. If you would attain a high degree of scholarship, have more care about the quality of your work than about the time it may take you to complete it.

5. Do not plan to take more studies than you can do well. The number given in each year of the schedule of courses is the standard, and it is only in the case of students of exceptional ability that more can be taken successfully.

6. Make arrangements to be here promptly at the opening of school so as to begin work with the classes.

7. After you have decided to enter the school, write to the President regarding board, room, etc. Before you do this, however, read this catalogue carefully.

8. On arriving at Las Vegas, leave your heavy baggage at the station, if you have not already made definite arrangements for a room.

Information.

The President will be glad at all times to give intending students any information in any way connected with their interests in case they should attend the University.

LIST OF NAMES OF STUDENTS, 1904-1905.

Normal Course.

Armijo, Louis.....	Las Vegas
Barnes, Olive.....	Las Vegas
Bell, Irma.....	Las Vegas
Bernard, Ella.....	Las Vegas
Bernard, Maggie.....	Las Vegas
Browne, Artless.....	Las Vegas
Browne, Mildred.....	Las Vegas
Comstock, Ray.....	Las Vegas
Dillon, Loyola.....	Las Vegas
Douglass, Marie.....	Las Vegas
Flint, Margaret.....	Las Vegas
Gerhart, Clara.....	Ft. Sumner
Gerhardt, Lillie.....	Ft. Sumner
Gohrman, Anna.....	Dillon
Jones, Minnie.....	Las Vegas
Kates, Winnifred.....	Winona, Minn.
Kinnear, Edith.....	Omaha, Neb.
Kinnear, Mabel.....	Omaha, Neb.
Lehman, Meta.....	Las Vegas
Mair, Isabel.....	Las Vegas
Mair, Florence.....	Las Vegas
Mair, Addie.....	Las Vegas
McKenzie, Rebecca.....	Council Grove, Kan.
O'Byrne, Sadie.....	Las Vegas
Olney, Opal.....	Leavenworth, Kan.
Pettijohn, Cora.....	Las Vegas
Ross, Carol.....	Las Vegas
Ross, May.....	Las Vegas
Sporleder, Louise.....	Las Vegas
Schlott, Ruby.....	Las Vegas
Schwachheim, Emily.....	Raton
Trahey, Vivian.....	Las Vegas
Whitmore, Irene.....	Las Vegas
Worthy, Gladys.....	Madison, Wis.

Academic Course.

Adams, Minnie.....	Springer
Barker, Elliott.....	Beulah
Benedict, Almon.....	Las Vegas
Benedict, Myron.....	Las Vegas
Blood, Ernest R.....	Las Vegas
Bowman, Joe.....	Ocate

Cavanaugh, Margaret.....	Las Vegas
Chafin, Irene.....	Emporia, Kan.
Clark, Lawrence.....	Las Vegas
Collins, Edward.....	St. Joseph, Mo.
Comstock, Edward.....	Las Vegas
Cunningham, Margurite.....	Las Vegas
Coors, Mary.....	Las Vegas
Cunningham, Helen.....	Las Vegas
Dunlap, Rex....	Brooklyn, N. Y.
Einhorn, Rosa Lee.....	St. Louis, Mo.
Gehring, Vera.....	Las Vegas
Geyer, Fred.....	Las Vegas
Geyer, Esther.....	Las Vegas
Geyer, Goldie.....	Las Vegas
Gregory, Francis.....	Chicago, Ill.
Hartman, Erl.....	Las Vegas
Hedgcock, Charles.....	Las Vegas
Heidel, Eva.....	Milwaukee, Wis.
Hernandez, Pablo	Las Vegas
Hoskins, Florence.....	Las Vegas
Hoskins, Tilden.....	Las Vegas
Jones, William.....	Wagon Mound
Kennedy, Frank H.....	Las Vegas
Lydick, Blanche.....	Las Vegas
MacIntyre, Adam... ..	Philadelphia, Pa.
McHenry, Alfred.....	Toronto, Canada.
McKenzie, James.....	Council Grove, Kan.
Mills, Wilson.....	Las Vegas
Norton, Earl.....	Las Vegas
Raywood, Gordon.....	Las Vegas
Smith, Alice.....	Las Vegas
Springer, Henry.....	Las Vegas
Stoner, Nellie.....	Las Vegas
Strother, Edwin.....	Ft. Smith, Kan.
Tamme, Lawrence.....	Las Vegas
Tuttle, Eldon.....	Las Vegas
Twitchell, Waldo.....	Las Vegas
Vasse, Robert	Las Vegas
Ward, Anna.....	Las Vegas

Summer School.

Aragon, Louise.....	Trinidad, Colo.
Armijo, Benjamin.....	Las Vegas
Boucher, Cecil.....	Las Vegas
Brown, Sadie.....	Trinidad, Colo.
Carvajal, Juanita.....	Puerto de Luna
Casias, Otila.....	Mora
Chacon, Fulgencio.....	Cleveland

Chaves, Dionicio.....	Puerto de Luna
Chaves, J. M.....	Barney
Cooper, Doppie.....	Tularosa
Connelly, Rose.....	Deming
Davis, Mary.....	Springer
Gauna, Elicio.....	Puerto de Luna
Gilson, Annie.....	Carlsbad
Harrison, Mamie.....	Pecos
James, Jennie.....	Roswell
Jimenez, M. F.....	Las Vegas
Kahn, Celia.....	Mora
Linam, Estelle.....	Tularosa
Lyman, Charlotte.....	Roswell
Marcotte, Marie.....	Las Vegas
Martinez, Q. A.....	Wagon Mound
McDonald, Clarice.....	Springer
McDonald, Georgia.....	Springer
Moya, Anna.....	Las Vegas
Mueller, Marie.....	Santa Fe
Pettine, Josephine.....	Las Vegas
Romero, Chonita.....	Las Vegas
Romero, Lita.....	Mora
Romero, Lola.....	Las Vegas
Resenthal, Louis.....	Las Vegas
Sandoval, Benedicto.....	Chacon
Smith, Homer.....	Santa Rosa
Stripling, J. T.....	Roswell
Trujillo, Lucinda.....	Las Vegas
Walters, Bessie.....	Lower Penasco
White, Corinne.....	Silver City

Summary.

Normal Course.....	37
Academic Course.....	43
Training School	
8th Grade.....	12
7th Grade.....	18
6th Grade....	14
4th Grade.....	4
3d Grade.....	7
2d Grade.....	12
1st Grade.....	9— 76
Kindergarten.....	30

Summer School.....	186
	37
Total.....	223



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